Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

MY STRENGTHS AND TARGETS PROFILE AT THE BEGINNING OF

** THE NUMBER SENSE UNIT: FRACTIONS & RATES\***

|  |  |  |
| --- | --- | --- |
| **ONAP Task #** | **S/T** | **Description of previous year’s learning assessed by each task** |
| 5  |  | Order fractions and mixed numbers from least to greatest using various models |
| 6 a |  | Represent the same fraction by shading various area models  |
| 6 b |  | Write equivalent fractions  |
| 6c  |  | Explain fraction equivalence  |
| 7. a |  | Write a decimal number in two different ways, using different forms of representation.  |
| 7 b |  | Explain number equivalence  |
| 18a, b |  | Use drawings (e.g., 10x10 grid) to explain the relationship between fractions and their equivalent decimal form |
| 19 |  | Demonstrate the relationship of multiplication between simple whole number rates  |

****Please write “S”=Strengths and “T” for “Target” in the table below, according to the learning you demonstrated at the beginning of this unit.

The Strengths and Targets above will be added to the ***LEARNING LOG*** and will be used to track, monitor and guide my learning during this unit.

At the end of the unit I will compare the results to evaluate my improvement.

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**Student Signature Parent signature Date**

***\* Based on the ONAP diagnostic test (Nelson, 2010) for grade 6,NS&N, questions 5-7 and 18-19 pages B-4 to B-6 and B-10 to B-11.***